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| Integrated Unit Topic: Place Value Re-naming | | | |
| Year 3/4  VELS Level 3  Term 1  Duration 1 hour | Focus statement:  This lesson will assess students’ current knowledge in relation to place value in Number and initiate the development of a mathematical glossary.  Students will investigate the value of 2 and 3 digit numbers through modelling and re-naming.  At Level 3, students use place value (as the idea that ‘ten of these is one of those’) to determine the size and order of whole numbers to tens of thousands, and decimals to hundredths. They round numbers up and down to the nearest unit, ten, hundred, or thousand. They develop fraction notation and compare simple common fractions such as 3/4 > 2/3 using physical models. They skip count forwards and backwards, from various starting points using multiples of 2, 3, 4, 5, 10 and 100.  They estimate the results of computations and recognise whether these are likely to be over-estimates or under-estimates. They compute with numbers up to 30 using all four operations. They provide automatic recall of multiplication facts up to 10 × 10.  They devise and use written methods for:   * whole number problems of addition and subtraction involving numbers up to 999 * multiplication by single digits (using recall of multiplication tables) and multiples and powers of ten (for example, 5 × 100, 5 × 70 ) division by a single-digit divisor (based on inverse relations in multiplication tables).   They devise and use algorithms for the addition and subtraction of numbers to two decimal places, including situations involving money. They add and subtract simple common fractions with the assistance of physical models. | | |
| **Teaching strategies** | | | |
| **Shared Experiences** | | **Common Assessment Tasks** | **Other** |
| Journal/Glossary  Craft sticks  Number Expander | | EYNI data  Brainstorm of terms pre-lesson. | Students will need exercise book to act as Glossary and journal. |
| **Resources** | | | |
| **Texts:** | | **ICT:** | **Other materials** |
|  | |  | Craft sticks  Number expander strips. HTO  Scissors  Markers |

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| **Time** | **Activities** | **Materials** | **Script** |
| **Introduction:**  5 minutes. | **What are we doing today?**  Topic: Place Value  Mathematical language (vocabulary)  Developing a Mathematical glossary. | Craft sticks. | What do you think the title Place Value might be about?  How do we use a Glossary? |
| **Activity 1:**  **10 minutes** | **Brainstorm:**   * Students on floor as a group creating a list of mathematical terms related to Place Value. * Select 3 words from the group and discuss definitions for each. * Students record agreed definition. | A3 paper  markers | Discussion of meaning between peers and recorded. |

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| **Activity 2:**  15 minutes | **Activities**  Cut our Number expander and generate a 3-digit number between 100-150. | Number expander |  |
| **Activity 3:**  **15 minutes** | **Activities**  In pairs students use craft sticks to bundle groups of ten and hundreds to create their chosen number between 100 and 150.  Practice making the totals of those around you. | Craft sticks  Rubber bands | Discuss and explore examples such as 110. Eg. 11 tens and 0 ones.  Why is number expander useful when learning about Place Value? |
| **Reflection**  **15 minutes** | **Activities**  **Numeracy journal time. Write 3 chosen words and definitions in Glossary.** | Numeracy Journal.  Glossary of terms in front.  Journal reflecting in the back. | What did you find particularly useful today? |